

Lesson 10

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Use both regular and irregular present tense verbs orally (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 10.1	20
Grammar Review	Subject and Predicate	sentence strips; container	15
	Parts of Speech		15
	Sentence Writing	Worksheet 10.2	10

Advance Preparation

Prior to today's lesson, make a photocopy of the following sentences for use in the Grammar Review game. Cut them apart and place them in a container.

Also make two copies of the chart in the Parts of Speech section of this lesson for the Parts of Speech review.

The bike rolled down the hill.

Two cats and a dog chased the mouse.

Jeff is reading.

Mike wrote a letter and a story.

Ryan has a big dog.

Ben likes peaches and oranges.

Jesse's dad is funny.

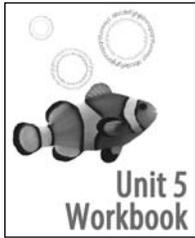
Jamie's mom is pretty.

Jim and Scott play hard.

Matt and Susan went bowling.

10 Spelling Assessment

20 minutes



Worksheet 10.1

- Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.
- Repeat this procedure with each of the remaining words.

- | | |
|---------------|-----------------------------|
| 1. bright | 9. nearby |
| 2. might | 10. trying |
| 3. high | 11. sky |
| 4. frightened | 12. drying |
| 5. knight | 13. right |
| 6. pry | 14. crying |
| 7. why | |
| 8. light | Tricky Word: kingdom |

- Direct students' attention to the lines on the bottom of the worksheet.
- Tell students to write the sentence, "King Alfred took care of his kingdom." Slowly repeat this sentence twice.
- At the end, read each spelling word once more.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then go onto the sentence.
- Circle the following words on the board. Ask students to turn Worksheet 10.1 over to the back and write the words in alphabetical order.

- | | | |
|----------|---------|---------|
| 1. troll | 2. boat | 3. fire |
|----------|---------|---------|

- Give students about three minutes to do this.
- Write the three words in alphabetical order so students may correct their work.

- | | | |
|---------|---------|----------|
| 1. boat | 2. fire | 3. troll |
|---------|---------|----------|

Note to Teacher

At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. You will find the Spelling Analysis sheet and directions at the end of this lesson. This will help you understand any patterns beginning to develop or that are persisting among individual students.

Grammar Review

40 minutes

Subject and Predicate

15 minutes

- Tell students you will play a new game called “Stump Your Friends.”
- Here’s how to play:
 - Divide students into four groups. You will serve as the referee.
 - Have a student from one group draw a sentence strip out of the container and read it aloud. Members of this group should quickly confer to decide which words in the sentence represent the subject and which represent the predicate. While this group is conferring, members in each of the other groups should also discuss what they think the correct response may be.
 - The first group should then announce which words are the subject and which are the predicate. Each of the remaining groups decide whether they agree or disagree, announcing their decision by saying, “Agree” or “Challenge.” Any group that “challenges” must indicate the correct subject and predicate.
 - After all groups have responded, the referee should provide the correct response. Any group that responded correctly receives one point. In addition, any group that “challenged” the first group and was able to provide the correct subject and predicate gets an extra point.
 - Continue to play until all groups have had at least one turn at drawing and reading a sentence strip. The group with the most points wins.

Parts of Speech

15 minutes

- Explain to students that you will ask them for words representing different parts of speech. Then you will add the words they supply to blanks in a story frame to make a new, silly story.
- Ask students for the parts of speech. Jot the responses down in pencil on one of the copies as students supply them.
- Once you have completed all of the numbered blanks, read the story back to the students, filling in the words and adjusting the articles and pronouns as needed.
- If you have time, collect a second set of words, write them on the second copy, and make a second silly story using the same frame.

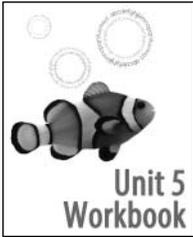
1	Teacher's last name	
2	Adjective	
3	Adjective	
4	Noun naming a food	
5	Noun	
6	Verb	
7	Verb	
8	Verb	
9	Verb	

Mr./Ms. _____ is our teacher. S/he is _____
(#1 Teacher's name) (#2 Adjective)
 and _____. For lunch every day, Mr./Ms. _____
(#3 Adjective) (#1)
 eats _____ with a _____.
(#4 Noun naming a food) (#5 Noun)

When s/he comes into the classroom, all the kids _____.
(#6 Verb)
 We like him/her because s/he likes to _____ with us. We
(#7 Verb)
 have learned how to _____ and _____.
(#8 Verb) (#9 Verb)
 Mr./Ms. _____ is our favorite teacher!
(#1)

Sentence Writing

10 minutes



Worksheet 10.2

- Ask students to turn to Worksheet 10.2. Ask students to make complete sentences using the end punctuation provided for them in each item.
- Remind students that all sentences begin with capital letters.

Spelling Analysis Directions

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- The most common error that you can expect with these words is the confusion of the spellings of /ie/. Additional practice can be found in the Pausing Point.
- While the above scenario may be true for student errors, be aware that student misspellings may be due to many other errors. You may find it helpful to record the actual misspelling errors the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?

